

## **Major Findings and Recommendations of the Adolescent Literacy Task Force:**

The task force members, upon reviewing the plan and recommendations and providing input, indicated the following as top priorities:

1. *Increasing teacher competency in literacy instruction, pre-service and in-service teachers.* This includes
  - adequate coursework in literacy and content literacy for secondary pre-service teachers; have faculty model content literacy strategies and make real-world connections to business/economics.
  - creating capacity for in-service teachers through on-going, job-embedded professional development in literacy and content literacy. Emphasize the literacy skills that are specific to each discipline. Provide internships for teachers in business/industry so they can understand the role of literacy in the workplace. Involve community partners in trainings. Make sure trainings are not one-size-fits all, but are specific to a school's needs and based on data.
  - developing more literacy coaches and reading specialists (see #2).
2. *Developing capacity for literacy instruction from state-level to district/school level.* This includes
  - creating a state literacy office to coordinate efforts and understand what resources currently exist and ones that need to be developed in order to have a cohesive literacy plan and initiatives.
  - training state level coaches to provide support on a regional level; build on models created by Reading First and Highly Skilled Educator program. Tap into school level resources such as Writing Cluster Leaders as school literacy teams are formed.
  - creating and sustaining capacity through coaches and reading specialists and provide endorsements, certifications, and incentives to increase the numbers serving secondary schools. Acknowledge role of literacy coaches in providing on-going, job-embedded professional development that will guide and improve classroom instructional practices.
  - requiring school literacy plans. Literacy plans need to be school-wide, but tied to existing planning frameworks, such as CDIPs and CSIPs.
  - involving administrators in literacy training and professional development
  - developing a plan to track, monitor and measure goals and objectives.
3. *Using data to inform decision-making at the state and local levels.* This includes
  - using lessons learned and results from existing initiatives such as Striving Readers and the Adolescent Literacy Coaching Project to inform decisions about assessments to use, effectiveness of literacy models and developing programs and professional development that can be replicated statewide. However, don't let grants drive the plan.
  - using data to inform curriculum and instruction issues. The data includes state results on KCCT and EPAS as well as school and/or classroom

assessments (diagnostic, formative and summative) and providing appropriate interventions for students.